School-wide SEB Supports Leadership Team Series
Session 1
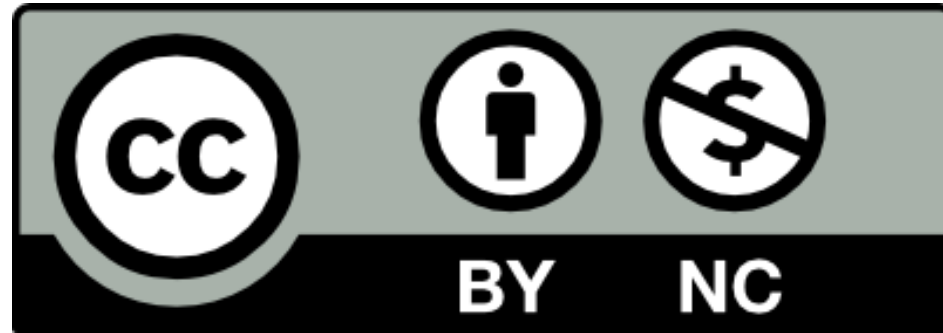
2024-25

mimtsstac.org

Acknowledgments

The content for this training day was developed based on the work of:

- National Center on PBIS

- Midwest PBIS

- Collaborative for Academic, Social, and Emotional Learning (CASEL)

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Group Agreements

We are Responsible
- Return on time from breaks
- Take care of our needs

We are Engaged
- Share "air time"
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

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Training Effectiveness

- At the end of the session you will be asked to provide feedback on today's training

- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders

- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

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Purpose

Supporting schools to install or strengthen Tier 1 Social, Emotional, and Behavioral (SEB) supports and enhance existing school-wide systems and practices with the use of data to **increase time spent on academic instruction** by increasing positive, prosocial school behaviors

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Intended Outcomes

- Build knowledge and understanding of School-Wide SEB (PBIS and SEL Frameworks)

- Identify ways to positively impact your leadership team membership and structures

- Define the next steps in creating SW behavior expectations and teaching the expectations within the SW-SEB system

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Beginning with the End in Mind

- The target for implementation is a "Kickoff" of your school-wide SEB systems when you are ready, traditionally in the Fall when school begins

- This training and the resources provided, particularly the Implementation Plan and Critical Checklist, are meant to provide a roadmap to installing and implementing SW-SEB Systems.

- The examples from other Michigan schools are provided, so you don't have to start from scratch. Feel free to modify and make them your own

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Agenda

1.0 Defining SEB Supports

2.0 Effective Team Structures

3.0 Identifying and Defining SEB Expectations

4.0 Teaching Expectations

5.0 Wrap-Up and Next Steps

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Getting Ready

- SW-SEB Implementation Plan
  - A list of activities to guide teams in the installation and implementation of School-wide SEB Supports

- Guided Workbook: School-wide SEB Supports
  - This will be referenced throughout the training and is a resource for you to support installation work back in your school(s)

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Poll 1

What previous experience have you had with School-wide SEB? (previously called SW PBIS)

- None
- Exposure (i.e., attended a conference session on the topic)
- Novice (i.e., worked at a school that had some SEB/PBIS practices in place)
- Intermediate (i.e., have been on a leadership team and received training)
- Advanced (have been involved in depth with implementation and sustaining SEB)

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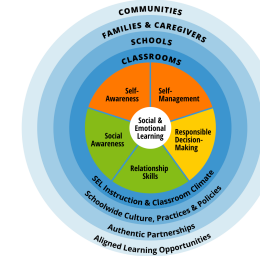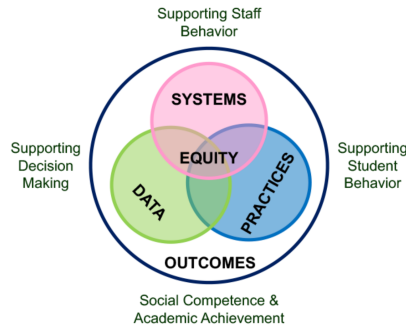# 1.0 Defining Social, Emotional, Behavioral Supports

Social, Emotional, Behavioral (SEB) Supports

Promote **well-being** and **mental health**:

- Social – how we interact

- Emotional – how we feel

- Behavioral – how we act

(U.S. Dept. of Ed., 2021)

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SEB Supports: Leveraging the PBIS and SEL Framework

PBIS Practices

1. Defining expectations

2. Teaching expectations and skills

3. Acknowledging expected behavior

4. Responding to interfering behavior

5. Collecting and Using Data

(National Center on PBIS; CASEL)

SEL Competencies

1. Self-Awareness

2. Self-Management

3. Social Awareness

4. Relationship Skills

5. Responsible Decision-Making

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Benefits of Implementing SEB Supports

Student

- Academic achievement
- Prosocial behaviors
- Decreased emotional stress
- Reduced alcohol and other drug use
- Promotes future readiness

School

- Decreased bullying
- Improved attendance
- Increased sense of safety
- Decreased Racial Inequities
- Decreased Discipline Referrals
- Promotes consistency and school community

Teacher

- Reduction in teacher burnout
- Increased well-being
- Lower job-related anxiety
- Improved relationships and classroom management

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Aligning Practices to Support ALL

- Trauma-Informed

  - Create safe, predictable, and consistent environments

- Supporting Students with Disabilities

  - Includes teaching and reteaching to support learning

- Centering Equity

  - Incorporates student voice in developing classroom systems and honors student's identity and culture

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What about Classroom SEB Supports?

- Classroom SEB is a microcosm of the school-wide system

- Core practices are the same, but there are contextual components

- Classroom SEB Supports are addressed in a separate training series

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Activity 1.1

Small Group Discussion:

Reflect on the previous slides describing SEB Supports and review the *PBIS and SEL Practices* document in the Guided Workbook

- What benefits of implementing SEB supports are most relevant to your school community?

- Which of the core practices and competencies are areas of need?

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2.0 Effective Team Structures

School Leadership Team

The Tier 1 team represents multiple and diverse perspectives to co-create the systems and practices for Tier 1 support. This team is responsible for uncovering strengths and needs by monitoring school and community data, ensuring students receive equitable access to these supports, and evaluating overall effectiveness. To create a more equitable/inclusive environment, an expanded team is needed.

(National Center on PBIS)

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Team Membership

- Administrator
- SLT Coach
- Individuals with behavioral expertise
- Individuals with knowledge of academic patterns
- Representation (e.g. lower/upper grades, departments, general/special ed)
- Mental Health/Community provider
- Family and Student voice

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Role of Team Coach/Team Lead

- Facilitating/co-facilitating team meetings and / or specific agenda topics

- Regular communication with the school administrator

- Actively participating as a member of the School Leadership Team

- Prompting the SLT to review and act upon data

- Developing the SLT's fluency around resources, assessment tools, and data use

# Family Representation and Meaningful Participation

Non-examples:

- A family or student is not a member or role is unclear

- One family member is asked to represent all parents without a mechanism for obtaining input

- Family or student members are not asked to provide perspective

Examples:

- Team includes family/student subcommittees representative of the student population

- Family/student participation is clear, defined, and understood

- Family or student members assist in reporting meeting discussions and/or data

Culturally Responsive Field Guide, National Center on PBIS (2019)

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Student Involvement

- Critical for this work to be successfully implemented and sustained

- Involve students from the beginning in the work of your leadership team and let them do the marketing with their peers, especially at the secondary level

- Formalize communication and feedback loops with students and families now
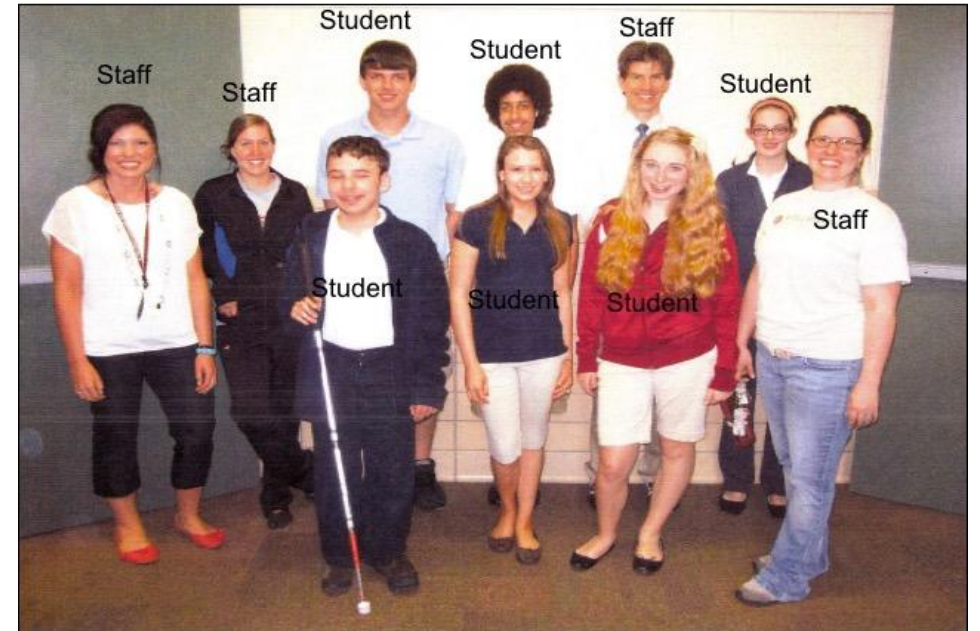
Port Huron Area School District: Student Voice

Activity 2.1

Small Group Discussion and Planning:

- In what ways do you currently engage with families and students?

- How can you ensure students and family involvement as you develop your SW-SEB system?

Record Actions or Ideas in the Implementation Plan

Mental Health Providers

- Including Mental Health Providers directly into the SLT in a single system of delivery has shown great benefits for all students

- Mental Health Providers can work together with all staff on strategies to support the well-being of ALL students

- Does your district/school work directly with a community Mental Health provider?

  - If yes, how is your school/district integrating the services?

  - If not, is your school ready to explore the possibility?

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SLT Operating Procedures

A strong SLT has well-defined operating procedures, including:

- Team Purpose

- Defined meeting roles

- Team norms

- Decision-making protocols

- Meeting templates

- Communication plan

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Michigan's Multi-Tiered System of Supports Technical Assistance Center
March 2021 – Version 1.0

School Leadership Team (SLT) Operating Procedures

This document will assist School Leadership Teams participating in targeted technical assistance in establishing effective team structures and can be leveraged for orienting new members to the team.

Date:

School Coach(es):

Team Member(s):

Meeting schedule (date, time, location): (list schedule below)

Team Purpose: (adjust to reflect team wording if necessary)

School Leadership Team meets to focus on the following:

- Build and maintain an implementation infrastructure to support staff in their use of innovations like an integrated behavior and reading MTSS framework
- Engage in data analysis and problem-solving
- Create action plans based on data and needs generated following team meetings
- Ensure communication amongst the different groups / teams across within the school and to the district

Team Representation:

Outline which role and/or groups of staff each team member represents in the table below. (select roles/groups from the list below).

- Administrator
- Coach
- Individuals with behavioral expertise
- Individuals with knowledge of academic patterns
- Representation (e.g. lower/upper grades, departments, general/special ed)
- Family Member
- Student (High Schools ONLY)

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Role of Team Coach/Facilitator in Sustainability

- Facilitating team meetings and / or specific agenda topics

- Regular communication with the school administrator

- Actively participating as a member of the School Leadership Team

- Prompting the SLT to review and act upon data

- Developing the SLT's fluency around resources, assessment tools, and data use

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Activity 2.2

Small Group Planning:

Option 1: Review the *SLT Operating Procedures* and fill in any context that is already in place

Option 2: Review the *SLT Operating Procedures* and share with your group members what you components are in place or would need to be discussed back in your school(s)

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Communication and Input

Work to create a system that represents your school community, not just the SLT:

- Orient the staff to the work of the SLT
  - Share benefits for staff and students
  - Ensure staff ownership and collaboration
- Add SEB as a regular agenda item at staff meetings (provide updates on the work and/or opportunities to get input)
- Provide regular communication and input opportunities for staff and students

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Activity 2.3

Choice Board: Staff Introduction

- Explore the resources for introducing SEB supports to staff
- Discuss with your team or small group which resources might work best
- Record ideas or action items in your Implementation Plan

SW-SEB Readiness for Staff: Slide Deck	Is PBIS an Evidence-Based Practice? Article
CASEL Competencies and Skills	Four Corners Activity

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3.0 Identifying and Defining SEB Expectations

Recall: Big Ideas of School-Wide SEB

1. **Identify** & define **SEB expectations**
2. **Teach behavior expectations**
3. Monitor expected behavior
4. Acknowledge and encourage behavior expectations
5. Establish a continuum of responses to behaviors that includes teaching/re-teaching
6. Use data for decision-making

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School-wide SEB Expectations

- 3-5 expectations that articulate the values and SEB concepts important in a school and its diverse community

- Aligns with the school's mission statement

- Communicates SEB skills that are desired for all staff and students and shows students how they can be successful

- Provides a consistent language for school staff, students, and families

Options for Developing School-wide SEB Expectations

- Actively involve staff, students, and families with diverse perspectives
- Lists of values and pro-social behaviors with weighted voting
- Staff, student, and family surveys
- Build on an existing character education program in your school
- Refer to the examples in the workbook

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Activity 3.1

Breakout Rooms:

- Share whether there are expectations that exist or if there are other values/behaviors that should be considered

- Begin brainstorming ways that you can incorporate staff, student, and family input

- Record ideas and/or action items on your Implementation Plan

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Define Expectations in a Matrix

Houghton Lake Middle School

"It's GREAT to be in the MIDDLE!"

	Cafeteria	Office	Arrival/ Departure	Classroom	Hallway	Restroom	Playground	School Events/ Extra-Curricular
Responsible	• Know and use your ID number • Clean up after yourself	• Know your phone number and address	• Arrive and exit on time • Enter only through appropriate door • Go straight to the cafeteria or outside: • Save your locker for later	• Bring materials and assignments to class • Show up on time	• Keep floors and lockers clean • Be on time	• Go, Flush, Wash, Leave • Use soap and supplies appropriately • Report unsafe conditions	• Line up when the whistle blows • Put equipment in bag and bring in	• Be on time and have a ride home • Put away cell phones until after the event
Respectful	• Use kind words; "please," "thank you," and "no, thank you."	• Use kind words; "please," "thank you," and "no, thank you."	• Say "Good morning" to staff and keep moving • Voice Level 0-2	• Listen when anyone else is talking • Wait your turn to speak • Use kind words; "please," "thank you," and "no, thank you."	• Go around when others are talking • Use kind words • Voice Level 0-1	• Put garbage in the garbage can; TP down the toilet; Water in the sink • Voice Level 0-1	• Use kind words • Resolve conflicts without hurting feelings	• Clean up materials, garbage, etc. • Say "please," "thank you," and "no, thank you"
Safe	• Keep hands, feet and belongings to self • WALK on the right		• Keep hands, feet and belongings to self • WALK on the right • Face forward	• Stay in your class until your teacher dismisses you • Sit with all four chair legs on the floor.	• Keep hands, feet and belongings to self • WALK on the right • Face forward • Go through doors on the right-hand side	• Keep hands, feet and belongings to self • Go directly to the stall; Honor others' privacy	• Keep hands, feet and belongings to self	• Keep hands, feet and belongings to self • WALK in the hallways • Stay in supervised areas
Engaged			• Pay attention to time so you get to class on time • Put phones away	• Look at the person speaking • TRY	• Pay attention at corners and doorways		• Include others in games and activities	• If you are participating, try your hardest • If you are watching, cheer for your school!

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Benefits of a School-wide SEB Matrix?

- Focus for establishing setting specific social, emotional, and behavioral expectations throughout the school

- Common language to help staff, students, and families to get on the same page

- Clarification on what each behavioral expectation looks like

- Foundation for plans and teaching behavioral expectations

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Developing the Matrix

Your matrix should reflect the current school community

- Ensure students have meaningful opportunities to share what they want to see in the matrix

- Consider the successes and challenges your families, students, staff, and community are navigating

- Include language that is supportive of the various cultures and identities

Creating an Inclusive Environment

- Including multiple and diverse perspectives as a part of the process of developing behavior expectations creates common language that centers the lived experiences of the community in which the school is situated

- The matrix is a steppingstone to the lessons and the feedback provided to students, so we set students up for success if these are representative of the school community

- Behavior expectations should look differently than what they traditionally have been in order to center equity and meet the current needs of students

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Matrix Example

STEAM Academy Woodrow Wilson Port Huron Schools
Trauma-Informed Behavior Expectation Matrix

The Voyager Way	Bathroom	Bus	Cafeteria	Classroom/ Specials	Hallway/ Stairs	Playground	Coping Skills
Safe	• Hands and feet to self • Report problems to teacher	• Stay seated at all times • Keep body inside the bus • Feet on floor • Report problems to driver	• Walk at all times • Hands and feet to self • Report all spills	• Stay in personal space • Hands and feet to self • Use materials and equipment as asked by the teacher.	• Hands and feet to self • Walk-in the hallway and down each stair • Use the handrails	• Stay in school playground area • Walk on the sidewalks • Ro Sham Bo for solution	• If you are in an unsafe situation, walk away and find a close trusted adult for help • Calmly ask for a break or movement to calm down location
Responsible	• Use & flush • Wash & dry hands • Voice level 1	• Walk to the bus when it has stopped • Backpack in lap • Voice level 1	• Eat your own food • Clean up table and floor • Voice level 2 in lunch line	• Complete work on time • Take home and return homework and parent notes daily in a backpack. • Voice level as asked by teacher	• Single file line • Go directly to your location • Voice level 0	• Take turns • Follow rules of play • Report problems to an adult	• Display responsible behavior and helpful talk with peers and adults. • When frustrated or stressed, choose to use an appropriate calming strategy. • Accept praise and consequences
Respectful	• Allow others privacy • Take turns • Be quick	• Hands and feet to self • Food and drink in a backpack before entering the bus	• Raise hand to leave the table • Use kind words and actions • Place trash in cans	• Follow classroom procedures and directions • Raise hand for permission • Use kind words and actions • Ask permission to leave the classroom	• Stay to the right • Respect artwork and posters hanging on the walls.	• Hands and feet to self • Use kind words and actions • Two-minute warning, whistle twice, line up whistle three times	• Use respectful talk when working through a disagreement • Use positive self-talk • Recognize and understand others point of view
VOYAGERS Staff Anchors	• Staff will stand by bathrooms to monitor the noise and behavior.	• Staff will actively supervise all students and ensure appropriate behavior. • Staff will be at their designated post	• Staff will arrive on time and pick up students on time • Staff will walk students directly into the cafeteria	• Staff will supervise groups of students at all times • Staff will be prepared for class (Daily schedule posted and Planbook up to date)	• Staff will utilize behavior-specific praise and Anchor Bucks. • Staff will monitor students by being at their doors and in the hallway actively supervising	• Staff will practice active supervision • Staff will participate/play with their students (Playworks)	• Staff will display appropriate talk when speaking with other adults in all school settings • Staff will step away from a situation when they are feeling overwhelmed and avoid making statements out of anger.

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Activity 3.2

Breakout Room

- Individually review the example matrix in your *Guided Workbook*

  - Underline features that include social-emotional considerations

  - Circle features that include behavioral considerations

  - Highlight features that you would like to take back to your SLT to consider adding/using in your matrix

- Discuss

  - What aspects of the matrix examples do you like?

  - Is there an existing matrix in your school? Modify? Start fresh?

4.0 Teaching Expectations

Activity 4.1

- Go to www.menti.com

- Enter the code provided

- Provide your thoughts on why is it important to teach social, emotional, and behavioral expectations?

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SEB Lesson Plans

- Rationale

- Steps

- Expectations (social, emotional, and behavioral skills)

- Examples and Non-Examples

- Practice

- Check for Understanding

Example Lesson Plan: School-wide SEB Supports

This document is an example lesson plan showing how social-emotional skills/strategies can be embedded with behavior skills while teaching the expectations in the classroom.

Cafeteria Lesson Plan

Rationale: Being safe, respectful, and responsible when during lunchtime in the cafeteria allows for students and staff to enjoy the break from academics and also have time to finish lunch in the time given.

Steps:

1. When entering, students line up for hot lunch or go to their designated table
2. Students in hot lunch line are facing forward and providing a "bubble" of space between them and the person in front of them.
3. Students say "Hello" to the cashier and provide their student number.
4. Students collect their lunch quickly and say, "thank you" to the servers
5. When at your table, voice level 2. Balance eating and talking with friends.
6. Clean up after yourself and be sure to get all items in the trash or lunch boxes in your class bin.

School-wide Expectation	Cafeteria
Safe	Maintain good personal space between others in line and while sitting at the lunch table Make space for others to sit down Keep your food to yourself or place unwanted side items on the "share" tray If feeling overwhelmed, take 3 deep breaths, or another regulation strategy that works for you
Respectful	Use a voice level 2 Include others to join in your conversation Be open to sitting with others that you don't typically sit next to Raise your hand if you need help from the adults
Responsible	Wait patiently to be dismissed Clean up your table space when dismissed

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How Have Other Schools Developed Lesson Plans?

- Full staff meeting

- Time during Grade Level or Professional Learning Community (PLC) Meetings

- Small workgroup

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Practice Delivering Lessons

- Lesson learned: All staff need to practice teaching the lesson plans

- Staff often try to "wing it" and not everything gets covered

- If staff buy-in is an issue, practice will build comfort with the lessons

- If other community members are helping teach the lessons, be sure to include them in the practice

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Teaching Schedules

Initial

- Taught in **all** locations to **all** students using the lesson plans
- Occurs annually
- Options include:
  - First week of school – every day
  - First month of school – once a week on a designated day

Reteaching

- Could be intensive in **all** locations for **all** students or **specific** locations for **specific** expectations
- After an extended break
- Prior to a particular event
- As needed based on data

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Activity 4.2

- Review the *Example Lesson Plan* and *Example Teaching Schedule*

- Share in the chat/unmute

  - How could your team get teacher/staff involvement in this process?

  - How could you leverage your school community to ensure that lessons have input from people that are representative of the student demographics?

- Add ideas or action items to your Implementation Plan

5.0 Wrap Up and Next Steps

Session 2 Preview

- Monitoring SEB Expectations
- Acknowledgement System
- Understanding and Responding to Interfering Behavior
- Implementation and Impact Data

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Reminders

Bring to Session 2

- The steps you have taken to:
  - Create a team
  - Orient your staff
  - Build/revise your matrix

- Share the updates to your Implementation Plan

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References

Santiago-Rosario, M. R., McIntosh, K., Izzard, S., Cohen-Lissman, D., & Calhoun, T. E. (2023). *Is Positive Behavioral Interventions and Supports (PBIS) an Evidence-Based Practice?* Center on PBIS, University of Oregon. www.pbis.org.

US Department of Ed (2021) *Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs.* Retrieved from https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf